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ABSTRACT

Developing A CurriculUM (DACUM) is an approach to job/occupational analysis. The profile chart that results from DACUM analysis is a low-cost, effective method of quickly determining what tasks must be performed by employees in a given job or occupational area. The DACUM analysis can be used as a basis for the following: curriculum development; curriculum review and revision; training needs assessments; competency test development; worker performance evaluations; student recruitment; student counseling; student achievement records; training program review; curriculum articulation; Tech Prep program development; job modifications; and job descriptions. The information resulting from the task analysis is incorporated into modules, learning guides, or instructional materials. DACUM establishes relevant, up-to-date, and localized curriculum bases for instructional materials. DACUM is suited for developing new educational programs, review of existing educational programs, and updating existing DACUM charts. The DACUM committee is guided through seven procedural steps: orienting 8-12 committee members; review occupations; identify duties; identify specific tasks performed; review and refine task and duty statements; sequence task and duty statements; and identify entry-level tasks. After a DACUM workshop, the tentative task list should be verified by experts. (Attachment A contains lists of educational agencies and industrial clients served by the DACUM. A competency profile of an industry instructor is included.) (NLA)

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DACUM: A PROVEN AND POWERFUL APPROACH TO OCCUPATIONAL ANALYSIS

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DACUM: A PROVEN AND POWERFUL APPROACH TO OCCUPATIONAL ANALYSIS

by
Robert E. Norton

DACUM (Developing A CurriculUM), is an approach to job/occupational analysis. DACUM has proven to be a very effective method of quickly determining, at relatively low cost, *what* tasks must be performed by persons employed in a given job or occupational area.

The profile chart that results from the DACUM analysis is a detailed and graphic portrayal of the duties and tasks involved in the occupation or job being studied. An example of a DACUM chart is attached. The DACUM analysis can be used as a basis for:

- Curriculum development
- Curriculum review and revision
- Training needs assessments
- Competency test development
- Worker performance evaluations
- Student recruitment
- Student counseling
- Student achievement records
- Training program review
- Curriculum articulation
- Tech prep program development
- Job modifications
- Job descriptions

DACUM has been successfully used to analyze occupations at the managerial, supervisory, technical, skilled, and semiskilled levels. DACUM operates on the following three premises:

- *Expert workers* are better able to describe or define their job than anyone else.
- Any job can be effectively and sufficiently described in terms of the *tasks* that *successful* workers in that occupation perform.
- All tasks have direct implications for the *knowledge* and *attitudes* that workers must have in order to perform the tasks correctly.

A carefully chosen group of 8-12 expert workers from the occupational area under consideration form the DACUM committee. Committee members are recruited directly from business, industry, or the professions. The committee works under the guidance of a trained facilitator for two days to develop the DACUM chart. Modified small-group brainstorming techniques are used to obtain the collective expertise and consensus of the committee.

Because of their current occupational expertise, committee participants do not need any advance preparation. Almost without exception, participants on DACUM committees have

found the activity to be a professionally stimulating and rewarding experience. The DACUM committee is carefully guided by the facilitator through each of the following steps:

1. Orient committee to DACUM process.
2. Review job or occupational area of concern.
3. Identify the duties (general areas of responsibility).
4. Identify the specific tasks performed in each duty area.
5. Review and refine task and duty statements.
6. Sequence task and duty statements.
7. Identify the following: (a) general knowledge and skills required, (b) the tools, equipment, supplies and materials used, (c) the worker traits and attitudes involved, and, (d) terminology and acronyms unique to the job.
8. Other options, as desired.

The DACUM process usually results in the identification of 8-12 duties and 75-125 task statements that outline *what* a successful worker in a particular job or cluster of related jobs must be able to do. These tasks are then commonly submitted to a larger but still select group of workers and/or the immediate supervisors of such workers for verification purposes.

The tasks that are verified as **important** and **difficult to learn to perform** become the research base for developing learning guides, modules, or other units of instruction for the educational or training program. During the instructional development phase that follows the DACUM workshop, the verified tasks undergo a *task analysis* to determine the specific steps, performance standards, tools (equipment, materials and supplies), knowledge required, safety, attitudes, and decisions involved in performing each task.

The information resulting from the task analysis is then incorporated into modules, learning guides, or other types of instructional materials for student and teacher use.

Why DACUM?

The main reason for using DACUM has been the desire of many industrial trainers and educators to establish a relevant, up-to-date, and localized curriculum base for instructional programs. See A Attachment for a partial listing of the Center on Education and Training for Employment business-industry clients and some of the educational agencies served. Clearly, a curriculum base that is soundly determined with maximum input from the businesses and industries that are going to employ the students prepared by secondary and postsecondary institutions is needed. To permit any school, community college or other educational agency to identify a localized research base for curriculum development, an alternative to the traditional, time-consuming, and more costly approach to occupational (job) analysis was needed. DACUM is such an alternative.

DACUM is an occupational analysis procedure that has experienced remarkable success in a relatively short period of time in the United States, Canada, the Netherlands, New Zealand, and several other countries. Because its structure and procedures allow occupational duty and task statements to be identified effectively, quickly, and at a very low cost, DACUM has become closely associated with the movement toward competency-based education (CBE). In addition, the DACUM process has a number of characteristics and qualities that are greatly needed in CBE if it is to become a practical alternative to traditional vocational education.

First, it is a quick process; one that can be completed in only two days once committee members have been identified. Second, DACUM is certainly inexpensive when compared to the cost of traditional occupational analyses ($1,000-$2,000 will cover the cost of most DACUM workshops). Finally, the end product of a DACUM analysis, a complete competency profile of an occupation, can be very favorably compared in validity with any other method. Given its present popularity and effectiveness, DACUM may soon become the dominant approach to occupational analysis for vocational and technical education and for business-industry training.

One additional benefit of DACUM is its public relations value to the educational institution or other agency doing the DACUM. Once employers understand the purpose and the process of DACUM, they are generally shocked to realize that a secondary or postsecondary institution really wants industry to help them identify the competencies needed by workers in their field. So many employers are familiar with the "rubber stamp" role that they are so often asked to perform on ad hoc committees (and sometimes even on occupational advisory committees) that it often takes them a while to understand that an educational institution is really serious about wanting industry to help determine *what tasks* students must be able to perform in order to become valuable future employees.

Once employers understand what is to be done via DACUM and how the results will be used, it is a rare employer who will refuse to cooperate. Instead, many schools and colleges who have used DACUM report such reactions as the following:

- Offers of equipment and supplies
- Offers of resource persons to help teach in emerging technology areas
- Requests for inservice training programs to meet local industry needs
- Increased enrollments in adult upgrading programs
- Increased support of the educational institution in a variety of ways by local business, industry, labor, and management

Although the public relations value of DACUM is secondary to its main purpose, its significant, long-term impact is too important to overlook or lightly dismiss.

When Should DACUM Be Used?

Although the DACUM process has been used for several purposes, it is ideally suited for researching (1) the competencies that should be addressed in the development of new training and educational programs, (2) the competencies that should be delivered by existing training and educational programs, and (3) the relevance of existing DACUM charts.

Development of New Educational Programs

Once the need for a *new* instructional program has been established, DACUM can be used to quickly identify *what* tasks a successful worker must be able to perform on the job. Such use of the DACUM process will ensure that the new program will be relevant if the tasks (competencies) identified in the process are used as the basis for subsequent program planning and instructional development.

Review of Existing Educational Programs

A committee can be convened to identify the competencies that should be delivered in an *existing* instructional program, just as it can be convened to identify the competencies for a new program. In this case, once the competencies have been carefully identified by industry experts, the existing educational program and instructional materials are examined to see if they address all the required tasks. Modifications of the educational program are then made, where necessary, to ensure current relevance of the program.

Update of Existing DACUM Charts

The third major use of the DACUM process is to review an existing occupational profile to determine if it still presents an accurate picture of the tasks performed by workers in that occupation. This type of updating may be conducted when the occupational profile is to be used for preparing job descriptions, conducting worker performance evaluations, making training needs assessments, or other non-curricular purposes. Depending on the occupational area and the amount of technological change occurring within it, it is usually necessary to conduct an update workshop session on the average of *once every 3 years*. Even then, an active advisory committee will probably need to make additional changes in between the workshops in order to maintain a curriculum that is responsive to today's business, industry, and public service needs.

Special Applications

DACUM has also been successfully used in what could be called "special applications" of the basic process. For example, in cases where qualified workers could not be released for a two-day workshop, modified DACUMs in which literature reviews were used to identify all relevant duties and tasks have been conducted with reasonable success. In these cases, one day has generally been adequate for the committee to review and accept, modify, or reject each duty and task statement derived from the literature.

DACUM has also been used successfully by the Center on Education and Training for Employment to identify the competencies required of workers when they are engaged in a specific portion of their total job. For example, vocational teachers who have been successful in implementing competency-based education have been able to identify the additional competencies needed by traditional teachers who want to convert to the CBE approach.

A similar approach has also been used to identify the additional competencies needed by vocational teachers who need to assist students in improving their basic skills and who are responsible for serving students having special or exceptional needs.

Another successful adaptation of DACUM has been its use in identifying the tasks that vocational educators (specifically, teachers, counselors, and administrators) should perform in order to implement sex-fair vocational education programs.

DACUM Quality

Although the DACUM process lends itself to a number of regular and special adaptations, two critical factors are always necessary to obtain a valid DACUM chart. The *first* is to assemble a committee of 8-12 experts in the area under study, and the *second* is to use a *trained DACUM facilitator*. Without both of these, the resulting analysis is questionable, at best .

Because of the widespread concern about DACUM being conducted in a high-quality manner that ensures valid results, a "DACUM on DACUM" was conducted at the National Center for Research in Vocational Education* in October, 1982 to identify the tasks required of the DACUM coordinator and facilitator. The resulting DACUM coordinator's and facilitator's profile was the research base for developing the *DACUM Handbook*. The handbook and the DACUM coordinator's and facilitator's profile are available from the Publications Unit of the Center on Education and Training for Employment.

A number of DACUM conventions or standards have also been established by experienced facilitators as "rules of thumb" that should always be adhered to if the process used is to be labelled a DACUM occupational analysis. The conventions are as follows:

- The facilitator is qualified through training and practical experience.
- Committee members are expert workers and/or immediate supervisors of such workers in about a 5:1 ratio.
- Committee members participate during the entire workshop.
- Task statements abide by all of the criteria for acceptable task statements.
- The same task statement appears only once.
- There are 8-12 duty areas for most occupations.
- There are six or more task statements in each duty area.
- There are 75 to 125 task statements for most jobs

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What Are the DACUM Procedural Steps?

The DACUM committee is carefully guided through each of seven procedural steps. These steps are described in the following paragraphs.

Step 1: Orientation of Committee

The goal of this step is to provide an introduction the DACUM process and to explain to the participants the importance of their role in it. During this introduction, emphasis is placed on the rationale for employing this technique, which includes the fact that, in a very short period of time, and with low cost, DACUM can be used to identify the tasks (competencies) important to an occupation.

Step 2: Review of Occupation

The purpose of this step is to arrive at a mutually acceptable working job title(s) of the occupation to be analyzed. During this step, the related job titles and specializations to be included in the analysis are clarified. An organizational chart may also be developed to help clarify the location of the workers within their organization and their relationship to other workers.

Step 3: Identify Duties (General Areas of Responsibility)

Using the output of a general brainstorming session about the occupation as a springboard, the third step in the process involves determining the general areas of responsibility or duties of the occupation. The resulting statements reflect functional areas of responsibility under which all the specific tasks will fit. Most occupations are subdivided into from 8-12 duty areas.

Step 4: Identify Specific Tasks Performed

The fourth step involves taking each duty area and specifying the six or more tasks that are performed by workers fulfilling duties in that area. This step takes the most time, as commonly 75-125 tasks may be involved, depending on the complexity of the occupation. Each task statement begins with an action verb, includes an object which receives the action, and usually one or more qualifying words.

Step 5: Review and Refine Task and Duty Statements

After specific tasks have been identified for all areas of competence, each task and duty statement is individually reviewed. This process usually results in several changes that improves the clarity and precision of the statements.

Step 6: Sequence Task and Duty Statements

After the refinement of task statements from each area of competence, the committee organizes the tasks and duties into some logical instructional or other sequence.

Step 7: Identify Entry-Level Tasks

Either along the way or once the analysis of the occupation is completed, the committee is asked to identify the general knowledge and skills; worker traits and attitudes; tools, equipment, supplies and materials; and terminology and acronyms unique to the occupation.

Why Verify the Occupational Analysis?

After a DACUM workshop, the institution has an occupational analysis listing all of the tasks workers perform in that occupation. It was obtained from expert workers and/or supervisors. However, the tentative task list most likely should be subjected to further verification by a larger number of experts.

"Verifying" the tasks is a process that confirms that the tasks listed are, in fact, *all* of the tasks that students will need to perform when they enter the occupation. The tasks should be submitted to people currently active in the occupation for their critical examination, and they should be asked to consider each item and determine whether that item is, or is not, actually a part of the occupation. They may also suggest additional tasks that appear to have been omitted.

In addition, other types of data, such as the importance of the task and the difficulty of learning to perform the task, may be obtained readily through the verification process. Each institution has to consider the costs and benefits of verification and decide which approach will better serve its needs and desires.

The degree of sophistication and type of verification process used can vary widely. A fairly comprehensive verification study may be needed for new curricula for which little information is available.

The DACUM coordinator is usually the person who conducts the verification survey. Other persons, however, who possess the necessary data collection and analysis skills also may conduct the verification. In all likelihood, three other parties will need to be involved: (1) an administrator who can give the necessary approvals, (2) the curriculum specialists and instructors, and (3) advisory committee members. As with the identification of DACUM committee members, the latter two groups often are able to assist with the identification and selection of verifiers.

When preparing a survey or task inventory instrument, the number of questions asked must be kept to a minimum in order to ensure a better rate of response. Only information that is relevant to the institution as it proceeds to organize and develop a responsive curriculum based on the DACUM analysis should be gathered.

Verifiers should consist of a group of expert workers in the occupation and/or the immediate supervisors of workers who have direct responsibility for getting the work done. The DACUM committee may also be part of the verification group. An approach sometimes used to collect the data needed is to convene a special verification committee, solely for the purpose of reviewing the task statements. Probably the most efficient and most frequently used data collection procedure is the mailed questionnaire.

When the data have been collected and summarized, they are interpreted to determine what changes are needed in the initial task listing. These judgements should be made, probably with the help of the advisory committee.

Once the tasks for an occupational program are verified, an institution has a solid research base on which to build an effective vocational training program.

There is no single best way to institutionalize the use of DACUM charts. Most institutions use teams to revise their existing curricula or to develop new curricula based on the DACUM findings.

One of the major tasks undertaken by most institutions is to conduct a *task analysis;* that is, to analyze each verified task in order to identify:

1. the steps/activities involved,
2. the related knowledge required,
3. the attitudes involved,
4. the performance standards expected,
5. the tools, equipment, supplies, and materials needed,
6. all safety concerns, and
7. the decisions the worker must make while performing the tasks.

This process, properly conducted, serves several very important purposes, one of which is to provide teachers and others with explicit and detailed information for developing curriculum. It also helps the teachers and curriculum developer(s) determine the instructional time appropriate for teaching each task (competency) and enables them to develop performance standards which are based on business and industrial criteria.

Summary

DACUM, including the job analysis workshop, task verification, and task analysis process, has worked exceptionally well for many vocational-technical educators, curriculum developers, business and industry trainers, and others. Why not put it to work in your organization or institution?

For information about DACUM facilitator training or other aspects of the overall DACUM job analysis and curriculum development process, contact Dr. Robert E. Norton at the Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090.

Educational Agencies Served

DACUM-related services have been provided to a large number of agencies, either by contract or through participation in Center-sponsored DACUM Training Institutes. Client agencies have included secondary, postsecondary, and higher education institutions, state educational agencies, and federal education and manpower agencies, both domestic and foreign. Following is a partial listing:

Arizona Center for Vocational Education
Arkansas Department of Education
Asian Pacific Skill Development Program, Indonesia
Brevard Community College
Caldwell Community College
Carl Sandburg College
Catonsville Community College
Central Arizona College
Central Virginia Community College
Chesapeake College
Clark County Community College
Columbus State Community College
Dallas County Community College
Delaware Department of Public Instruction
Department of Education, Virgin Islands
DeVry, Incorporated
Dundalk Community College
Dyersburg State Community College,
Education Management Corporation
Elgin Community College
Ferris State University
Florida Department of Education
Fox Valley Technical College
Grant MacEwan Community College, Alberta
Heartland P.I.C., Florida
Houston Community College
Illinois State University
Indiana State University
Indiana Vocational-Technical college
Industrial Commission of Ohio
Kellogg Community College
Kirkwood Community College
Longview Community College
Madison Area Technical College
Maine Bureau of Vocational Education
Memphis City Schools
Mercer County Community College
Milwaukee Area Technical College
National Manpower and Youth Council, Philippines
North Central Technical Institute
North Iowa Area Community College
Northern Illinois University
Northern Maine Technical College
Ohio Department of Industrial Relations
Ohio University
Renton Vocational Technical Institute
San Luis Coastal Unified School District
Seattle Central Community College
St. Clair College of Applied Arts and Technology, Ontario
Stanly Community College
University of Central Florida
University of Missouri - Columbia
Virginia Department of Education
Vocational and Industrial Training Board, Singapore
Vocational Training Council, New Zealand
York Technical College

Industrial Clients

The following is a partial listing of the many companies who are using the DACUM as a result of the Center's training:

General Motors
General Electric
Motorola, Inc.
Virginia Power
Champion International
Newport News Shipbuilding
Eastman Kodak
UAW-Ford
Arthur Anderson
Ashland Chemical
Control Data
Emery Worldwide
United Airlines
AT&T
Government Printing Office (GPO)
Defense Supply Centers
American Welding Society
Ever Ready Battery Company
Maxwell House Coffee
Aluminum Company of America

Industry Instructor

Duties	Tasks											
A Develop & Maintain Technical Proficiency	A-1 Perform in-plant assignments	A-2 Maintain currency with regulatory guidelines	A-3 Review industry events	A-4 Review procedure changes	A-5 Review plant modifications	A-6 Participate in technical vendor training	A-7 Participate in technical seminars/workshops	A-8 Participate in in-house technical training				
B Develop & Maintain Instructional Proficiency	B-1 Attain instructor certification	B-2 Attain simulator instructor certification	B-3 Prepare for instructor recertification	B-4 Participate in seminars and workshops	B-5 Participate in in-house continuing instructor training	B-6 Participate in peer instructional evaluation	B-7 Participate in vendor training	B-8 Maintain currency with industry instructional guidelines				
C Assess Training Needs	C-1 Conduct preassessment of trainee	C-2 Evaluate training needs of plant	C-3 Evaluate training needs of class	C-4 Evaluate training needs of instructors	C-5 Review job & task analyses data	C-6 Evaluate training implications of industry & regulatory guidelines	C-7 Conduct job analysis	C-8 Develop a job analysis survey	C-9 Conduct task analysis	C-10 Obtain job- & task-related documentation	C-11 Write training development recommendations	C-12 Evaluate need for vendor training
	C-13 Serve as subject matter expert for job & task analyses	C-14 Revise existing job analysis	C-15 Identify training resources	C-16 Identify training constraints	C-17 Analyze existing materials							
D Develop/Revise Instructional Material	D-1 Write program & course descriptions	D-2 Formulate performance objectives based on job & task analyses	D-3 Sequence performance objectives	D-4 Obtain reference materials	D-5 Select reference materials	D-6 Develop test items based on objective level	D-7 Construct lesson plans	D-8 Correlate lesson plan content with objectives	D-9 Develop job performance measures	D-10 Revise job performance measures	D-11 Develop visual & graphic aids	D-12 Develop learning activities
	D-13 Develop simulator exercise guides	D-14 Develop lab exercises	D-15 Develop text/manuals	D-16 Develop trainee handouts	D-17 Review instructional materials for format & technical accuracy	D-18 Pilot test training materials	D-19 Revise instructional materials to reflect industry, plant, & regulatory changes		D-20 Modify existing training methods	D-21 Modify existing audiovisual materials	D-22 Develop simulator team training criteria	D-23 Revise simulator team training criteria
E Prepare for Instruction	E-1 Review trainee backgrounds	E-2 Review course materials	E-3 Select methods of instruction	E-4 Personalize lesson plan	E-5 Assemble training aids/ equipment	E-6 Set up training area	E-7 Identify personnel dosimetry/safety requirements					
F Coordinate & Schedule Training	F-1 Establish training goals	F-2 Develop a training matrix	F-3 Schedule training activities	F-4 Evaluate vendor training programs	F-5 Select vendor training programs	F-6 Arrange for off-site vendor training	F-7 Arrange for off-site company training	F-8 Arrange for on-site guest instructors	F-9 Facilitate on-the-job training program	F-10 Schedule reactor operator/ senior reactor operator audit exams	F-11 Schedule training program exams	F-12 Arrange for availability of equipment & facilities
G Operate & Maintain Instructional Equipment	G-1 Inventory training aids & equipment	G-2 Inventory lab/simulator equipment	G-3 Order needed equipment	G-4 Operate lab equipment	G-5 Make minor repairs to lab equipment	G-6 Operate simulator	G-7 Identify simulator problems	G-8 Test simulator modifications	G-9 Develop test procedures for simulator	G-10 Run test procedures on simulator	G-11 Process simulator modifications	G-12 Select training equipment
H Deliver Instruction	H-1 Present formal classroom instruction	H-2 Conduct demonstrations	H-3 Conduct seminars/ workshops	H-4 Conduct simulator training	H-5 Conduct tours & walk-downs	H-6 Conduct mock-up training	H-7 Conduct on-the-job training sessions	H-8 Conduct lab exercises	H-9 Administer self-study materials			
I Supervise Trainees	I-1 Monitor lab activities	I-2 Monitor simulator activities	I-3 Tutor trainees	I-4 Conduct performance reviews	I-5 Counsel trainees	I-6 Proctor exams	I-7 Direct trainee presentations					
J Evaluate Trainees	J-1 Conduct written exams	J-2 Conduct performance tests	J-3 Conduct oral exams	J-4 Conduct formative exams	J-5 Conduct summative exams	J-6 Conduct in-course assessment of individuals	J-7 Review test results with trainees	J-8 Conduct end-of-course assessment of individuals				

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Duties	Tasks				
K **Evaluate Training Effectiveness**	K-1 Perform informal oral surveys	K-2 Conduct formal follow-up surveys	K-3 Conduct course critiques	K-4 Analyze test items	K-5 Analyze exam results
	K-6 Make recommendations based on course evaluation	K-7 Evaluate vendor training performance	K-8 Conduct emergency drill critiques		
L **Perform Administrative Activities**	L-1 Track trainees' progress	L-2 Document trainee attendance	L-3 Compile & review exams	L-4 Grade exams	L-5 Maintain course records
	L-6 Prepare special reports	L-7 Respond to audits	L-8 Serve on committees	L-9 Perform audit of course materials	L-10 Prepare a budget
	L-11 Assist in procedure validation				

Worker Traits and Attitudes

Knowledgable
Enthusiastic
Student oriented
Confident
Patient
Organized
Sense of humor
Flexible/open-minded
Positive
Extrovert/outgoing
Professional
Empathy
Honest
Dedicated/committed
Self-directed

Facilitated by

Dr. Robert E. Norton, Consortium Manager, and Allen Wiant
Center on Education and Training for Employment
The Ohio State University
Columbus, Ohio 43210

Verified By:

These competencies were verified by 120 expert instructors who responded to a written task inventory. The worker traits and attitudes were specified by five or more respondents and are listed in the order of most frequently to least frequently mentioned.

For information about the modules and other materials that are being developed by the Center, under sponsorship of the multi-state consortium, to address most of the competencies identified, contact the Consortium Manager.

Electric Utility Industry DACUM Committee

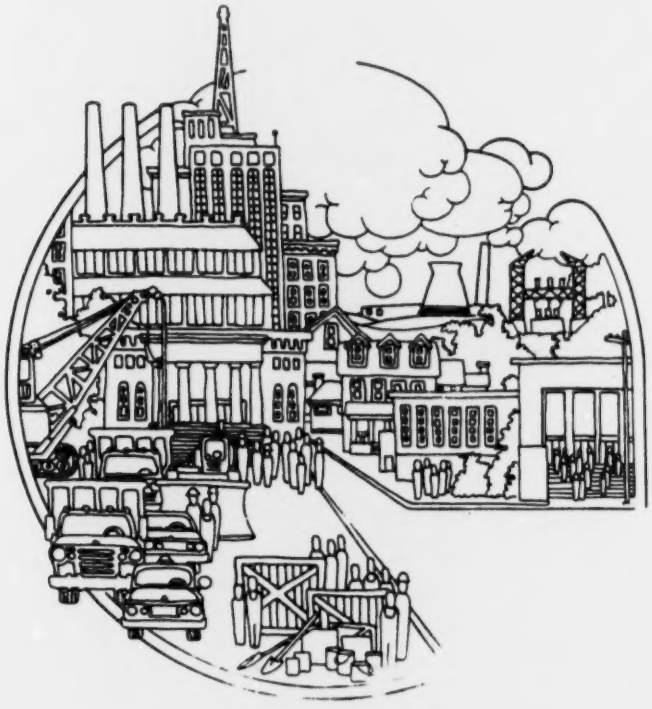
Robert W. Allen, Tennessee Valley Authority
Tim Black, South Carolina Electric & Gas
Richard Buck, Virginia Power
Jim Byko, Duke Power Company
Dan Drotar, Detroit Edison
James B. Heishman, Cleveland Electric
Tom Howell, South Carolina Electric & Gas
Mike Orlando, Virginia Power
Jan Salas, Duke Power Company
Eric R. Schatz, Cleveland Electric
Linda Strickland, Tennessee Valley Authority

Companies Supporting Module Development:

Cleveland Electric Illuminating
Consolidated Edison of New York
Detroit Edison
Duke Power
Florida Power
Florida Power & Light
Indiana Michigan Electric
Southern California Edison
Virginia Power

Electric Utility Instructor Training Consortium

COMPETENCY PROFILE OF INDUSTRY INSTRUCTOR



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